

Alignment of Early Childhood ELA Standards to K and 1st Grade ELA Standards

EARLY CHILDHOOD STANDARDS OF QUALITY :		MICHIGAN ENGLISH LANGUAGE ARTS STANDARDS ¹ :	
PREKINDERGARTEN (MI) ²		KINDERGARTEN	1 ST GRADE
<p>ELE.1 Emergent Reading <i>Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</i></p> <p>In Comprehension Strategies 1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events). 2. Enlarge their vocabularies both with words from conversation and instructional materials and activities. 3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions). 4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time ... "); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)]. 5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).</p> <p>B. In Print and Alphabetic Knowledge 1. Show progress in identifying and associating letters with their names and sounds. 2. Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment. 3. Participate in play activities with sounds (e.g., rhyming games, finger plays).</p> <p>C. In Concepts about Reading 1. Understand that ideas can be written and then read by others. 2. Understand print and book handling concepts including directionality, title, etc. 3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions). 4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types). 5. Develop an understanding of the roles of authors and illustrators.</p>		<p>Key Ideas and Details-Literature—CCSS.ELA-Literacy.RL.K.1-3 With prompting and support, ask and answer questions about key details, retell familiar stories and identify their characters, settings, and major events.</p> <p>Craft and Structure-Literature--CCSS.ELA-Literacy.RL.K.4-6 Ask and answer questions about unknown story words, recognize common text types, and recall the story’s author and illustrator and their role in telling a story.</p> <p>Integration of Knowledge and Ideas-Literature—CCSS.ELA-Literacy.RL.K.7, 9 With prompting and support, describe the relationship between illustrations and the story in which they appear, and compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading & Level of Text Complexity–Literature--CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Key Ideas and Details-Informational Text—CCSS.ELA-Literacy.RI.K.1-3 With prompting and support, ask and answer detail questions, identify the main topic, describe and retell informational details such as the connection between two individuals, events, ideas, or pieces of textual information.</p> <p>Craft and Structure-Informational Text–CCSS.ELA-Literacy.RI.K.4-6 With prompting and support, ask and answer questions about unknown words in text and identify the front cover, back cover, and title page. Name author and illustrator, and define the role of each in presenting the ideas or information.</p> <p>Integration of Knowledge and Ideas-Informational Text—CCSS.ELA-Literacy.RI.K.7-9 With prompting and support, describe the relationship between illustrations and the text in which they appear, identify reasons supporting points, and identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity–Informational Text—CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Print Concepts—CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print: directionality and recognition that spoken words are represented by specific written sequences of letters; that words are separated by spaces; recognize and name upper- and lower-case letters.</p> <p>Phonological Awareness—CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes); recognize and produce rhyming words, count, pronounce, blend, and segment syllables in spoken words; blend/segment onsets/rimes of single-syllable spoken words; and isolate/pronounce initial/medial vowel/final sounds (phonemes) in three-phoneme words; add/substitute individual sounds (phonemes) in one-syllable words.</p> <p>Phonics and Word Recognition—CCSS.ELA-Literacy.RF.K.3 Know/apply grade-level phonics and word analysis skills, demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant; associate long/short sounds with common spellings (graphemes) for the five major vowels; read grade appropriate high-frequency words by sight; and distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Key Ideas and Details—Literature—CCSS.ELA-Literacy.RL.1.1-3 Ask and answer questions about key details in a text, retell stories, including key details, demonstrate understanding of the central message/lesson, and describe characters, settings, and major story events, using key details.</p> <p>Craft and Structure—Literature—CCSS.ELA-Literacy.RL.1.4-6 Identify words suggesting feelings or appealing to the senses, explain differences between stories and informational books (from experiences with reading a range of text types), and identify the narrator.</p> <p>Integration of Knowledge and Ideas—Literature-CCSS.ELA-Literacy.RL.1.7,9 Use illustrations and details in a story to describe its characters, setting, or events and compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading & Level of Text Complexity—Literature-CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Key Ideas and Details—Informational Text—CCSS.ELA-Literacy.RI.1.1-3 Ask and answer questions about key details, identify the main topic and retell details, and describe connections between individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure—Informational Text—CCSS.ELA-Literacy.RI.1.4-6 Ask and answer questions to clarify meaning of words and phrases, know/use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information, and determine if information comes from illustrations or words.</p> <p>Integration of Knowledge and Ideas—Informational Text—CCSS.ELA-Literacy.RI.1.7-9 Use illustrations and details to describe key ideas, identify reasons supporting points in a text, and identify basic similarities/differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading & Level of Text Complexity—Literature—CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts of appropriate complexity for grade 1.</p> <p>Print Concepts—CCSS.ELA-Literacy.RF.1.1 & 1.1a Demonstrate understanding of the organization and basic features of print and recognize distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness—CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes), distinguish long from short vowel sounds in spoken single-syllable words, orally produce single-syllable words by blending sounds (phonemes), including consonant blends, initial and medial vowel, and final sounds, and segment by sequence of individual sounds.</p> <p>Phonics and Word Recognition—CCSS.ELA-Literacy.RF.1.3 Know/apply grade-level phonics and word analysis skills in decoding: know spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, know final -e and common vowel team conventions for representing long vowel sounds, use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns by breaking into syllables, read words with inflectional endings, and recognize/read grade-appropriate irregularly spelled words.</p>

¹ www.michigan.gov/academicstandards
² http://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf

	<p>Fluency—CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency—CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding, and orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Range of Reading and Level of Text Complexity—CCSS.ELA-Literacy.RL.1.10 With prompting and support read informational texts appropriately complex for grade 1.</p>
<p>ELE.2. Writing Skills <i>Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</i></p> <ol style="list-style-type: none">1. Begin to understand that their ideas can be written and then read by themselves or others.2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).4. Represent their own or imaginary experiences through writing (with/without illustrations).5. Begin to write familiar words such as their own name.6. Attempt to read or pretend to read what they have written to friends, family members, and others.7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).8. Develop greater control over the physical skills needed to write letters and numbers.	<p>Text Types and Purposes—CCSS.ELA-Literacy.W.K.1-3 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book, to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, to narrate a single event or several loosely linked events, and to tell about the events in the order in which they occurred and provide a reaction to what happened.</p> <p>Production and Distribution of Writing—CCSS.ELA-Literacy.W.K.5 & 6 With guidance, and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed; explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge—CCSS.ELA-Literacy.W.K.7 & 8 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), and recall information from experiences/gather information from provided sources to answer a question.</p> <p>Conventions of Standard English—CCSS.ELA-Literacy.L.K.1-2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; print many upper-and lower-case letters, use frequently occurring nouns and verbs, form regular plural nouns orally by adding /s/ or /es/, understand and use question words (interrogatives), use the most frequently occurring prepositions, produce and expand complete sentences in shared language activities, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Text Types and Purposes—CCSS.ELA-Literacy.W.1.1-3 Write opinion pieces (in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure), write informative/explanatory texts (name a topic, supply some facts about the topic, and provide some sense of closure), write narratives in (recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure).</p> <p>Production and Distribution of Writing—CCSS.ELA-Literacy.W.1.5 & 6 With guidance, and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing as needed; use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge—CCSS.ELA-Literacy.W.1.7 & 8 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions), and recall information from experiences/gather information from provided sources to answer a question.</p> <p>Conventions of Standard English—CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; capitalize dates and names of people, use end punctuation for sentences, use commas in dates and to separate single words in a series, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p>ELE. 3. Spoken Language: Expressive <i>Children develop abilities to express themselves clearly and communicate ideas to others.</i></p> <ol style="list-style-type: none">1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).2. Show increasing comfort and confidence when speaking.3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.5. Speak in increasingly more complex combinations of words and in sentences.6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).8. Use nonverbal expressions and gestures to match and reinforce spoken expression.9. Show progress in speaking both their home language and English (if non-English-speaking children).10. If appropriate, show progress in learning alternative communication strategies such as sign language.	<p>Comprehension and Collaboration—CCSS.ELA-Literacy.SL.K.1 -3 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: follow agreed-upon rules for discussions, and converse through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking/answering questions about key details/misunderstandings; ask/answer questions to seek clarification, or get help/information.</p> <p>Presentation of Knowledge and Ideas—CCSS.ELA-Literacy.SL.K.4-6 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail; add drawings/visual displays to descriptions for detail; speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Conventions of Standard English—CCSS.ELA-Literacy.L.K.1.b & .L.K.1.d -f & L.K.6 Use frequently occurring nouns and verbs; understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>); use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>); produce and expand complete sentences in shared language activities; use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.K.4-6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; identify new meanings for familiar words and apply them accurately, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word; with guidance, and support from adults, explore word relationships and nuances in word meaning and use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Comprehension and Collaboration—CCSS.ELA-Literacy.SL.1-3 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions; and build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about topics/texts under discussion, about key details in a text read aloud or information presented orally or through other media, and about what a speaker says in order to gather additional information or clarify misunderstanding.</p> <p>Presentation of Knowledge and Ideas—CCSS.ELA-Literacy.SL.1.4-6 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly; add drawings/visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; produce complete sentences when appropriate to task and situation.</p> <p>Knowledge of Language—CCSS.ELA-Literacy.L.1.1.j & 6 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts; use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.</p> <p>Conventions of Standard English—CCSS.ELA-Literacy.L.1.1.b-j & L.1.6 Use common, proper, and possessive nouns; use singular and plural nouns with matching verbs in basic sentences; use personal, possessive, and indefinite pronouns; use verbs to convey a sense of past, present, and future; use frequently occurring adjectives; use frequently occurring conjunctions; use determiners; use frequently occurring prepositions; produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts; use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>

		Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
ELE. 4. Spoken Language: Receptive <i>Children grow in their capacity to use effective listening skills and understand what is said to them.</i> 1. Gain information from listening (e.g., to conversations, stories, songs, poems). 2. Show progress in listening to and following spoken directions. 3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful. 4. Respond with understanding to speech directed at them. 5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker). 6. Understand and respond appropriately to non-verbal expressions and gestures. 7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	Comprehension and Collaboration—CCSS.ELA-Literacy.SL.K.1-3 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups: follow agreed-upon rules for discussions, continue a conversation through multiple exchange, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification for misunderstanding, to seek help, get information. Conventions of Standard English—CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.K.4-6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; identify new meanings for familiar words and apply them accurately, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word; with guidance, and support from adults, explore word relationships and nuances in word meaning and use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Comprehension and Collaboration—CCSS.ELA-Literacy.SL.1-3 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups; follow agreed-upon rules for discussions; build on others' talk in conversations through multiple exchanges. Ask questions to clear up confusion about the topics/texts under discussion, about key details from read aloud or through other media, to ask/answer questions about what a speaker says, to gather information, or to clarify. Knowledge of Language—CCSS.ELA-Literacy.L.1.1.i, 5, 6 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts; use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. Conventions of Standard English—CCSS.ELA-Literacy.L.1.6 & L.1.1.i Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships; produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Vocabulary Acquisition and Use—CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms.
ELE. 5. Viewing Images and Other Media Materials <i>Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</i> 1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes). 2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions). 3. Begin to compare information across sources and discriminate between fantasy and reality.	Range of Reading & Level of Text Complexity—Literature—CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding. Range of Reading and Level of Text Complexity—Informational Text—CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding. Conventions of Standard English—CCSS.ELA-Literacy.L.K.1.d Understand and use question words (interrogatives). Comprehension and Collaboration—CCSS.ELA-Literacy.SL.K.1-3 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups: follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification, and ask and answer questions to seek help, get information, or clarify misunderstanding. Presentation of Knowledge and Ideas—CCSS.ELA-Literacy.SL.K.5 & 6 Add drawings or other visual displays to descriptions as desired to provide additional detail, and speak audibly to express thoughts, feelings, and ideas clearly.	Presentation of Knowledge and Ideas—CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Conventions of Standard English—CCSS.ELA-Literacy.L.1.5.c Identify real-life connections between words and their use.

<p>ELE 6. Positive Attitudes about Literacy <i>Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.</i></p> <ol style="list-style-type: none">1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.2. Demonstrate emotion from literacy experiences (e.g., laughter, concern, curiosity).3. Make connections with situations or events, people or stories.4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	<p>Fluency—<u>CCSS.ELA-Literacy.RF.K.4</u> Read emergent-reader texts with purpose and understanding.</p> <p>Comprehension and Collaboration—<u>CCSS.ELA-Literacy.SL.K.1-3</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: follow agreed-upon rules for discussions, continue a conversation through multiple exchanges, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details for clarification, and ask and answer questions to seek help, get information, or clarify misunderstanding.</p> <p>Key Ideas and Details—Literature—<u>CCSS.ELA-Literacy.RL.K.1-3</u> With prompting and support, ask and answer questions about key details, retell familiar stories and identify their characters, settings, and major events.</p> <p>Integration of Knowledge and Ideas—Literature—<u>CCSS.ELA-Literacy.RL.K.7, 9</u> With prompting and support, describe the relationship between illustrations and the story in which they appear, and compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Range of Reading and Level of Text Complexity—<u>CCSS.ELA-Literacy.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p>Key Ideas and Details-Informational—<u>CCSS.ELA-Literacy.RI.K.1-3</u> With prompting and support, ask and answer detail questions, identify the main topic, describe and retell informational details such as the connection between two individuals, events, ideas, or pieces of textual information.</p> <p>Integration of Knowledge & Ideas—Informational Text—<u>CCSS.ELA-Literacy.RI.K.7-9</u> With prompting and support, describe the relationship between illustrations and the text in which they appear, identify reasons supporting points, and identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity—Informational Text—<u>CCSS.ELA-Literacy.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>	<p>Fluency— <u>CCSS.ELA-Literacy.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension; read grade-level text with purpose, understanding, and orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Comprehension and Collaboration—<u>CCSS.ELA-Literacy.SL.1.1 (a-c)</u> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger group: follow agreed-upon rules for discussions, build on others' talk in conversations by responding to the comments of others through multiple exchanges, and ask questions to clarify topics/texts under discussion.</p> <p>Range of Reading and Level of Text Complexity-Literature--<u>CCSS.ELA-Literacy.RL.1.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p>Range of Reading and Level of Text Complexity—Informational Text—<u>CCSS.ELA-Literacy.RI.1.10</u> With prompting and support, read informational texts of appropriate complexity for grade 1.</p>
<p>ELE. 7. Diversity of Communication <i>Children begin to understand that communication is diverse and that people communicate in a variety of ways.</i></p> <ol style="list-style-type: none">1. Understand that some people communicate in different languages and other forms of English.2. Become aware of the value of the language used in their homes.3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	<p>See the Common Core State Standards for English language learners at: http://www.corestandards.org/assets/application-for-english-learners.pdf</p> <p>Vocabulary Acquisition and Use—<u>CCSS.ELA-Literacy.L.K.4-6</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; identify new meanings for familiar words and apply them accurately, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word; with guidance, and support from adults, explore word relationships and nuances in word meaning and use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Range of Reading and Level of Text Complexity—Literature—<u>CCSS.ELA-Literacy.RL.K.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p>Range of Reading & Level of Text Complexity—Informational Text—<u>CCSS.ELA-Literacy.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>	<p>See the Common Core State Standards for English language learners at: http://www.corestandards.org/assets/application-for-english-learners.pdf</p> <p>Vocabulary Acquisition and Use—<u>CCSS.ELA-Literacy.L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies; use sentence-level context as a clue to the meaning of a word or phrase, use frequently occurring affixes as a clue to the meaning of a word, identify frequently occurring root words and their inflectional forms.</p> <p>Range of Reading and Level of Text Complexity—Literature— <u>CCSS.ELA-Literacy.RL.1.10</u> Actively engage in group reading activities with purpose and understanding.</p> <p>Range of Reading and Level of Text Complexity—Informational Text—<u>CCSS.ELA-Literacy.RI.1.10</u> With prompting and support, read informational texts of appropriate complexity for grade 1.</p>